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THE ROLE OF THE TEACHER IN THE EFFECTIVENESS OF STUDENT'S KNOWLEDGE

Learning is a significant part of students' lives. It combines the use of mind, feelings and will. The artistic focus on students' self-expression and abilities is important for mastering a profession, developing new skills, and achieving set goals in their future. Passionate desire to reach a goal and to succeed in studies determines the potential success of a student in the educational and professional spheres.

Success in the studies depends on the following factors: motives (the causes that drive a student to learn), personal condition (psychological state and readiness to act), interests and needs plus determination and other forceful traits of an individual. Level of intellectual development and skills that a student attained at school also have a huge impact on his potential to succeed.

But still a teacher plays one of the most crucial roles in students' intellectual development and has power to influence the potential of a student. The student's success depends upon teacher's success. A successful teacher is more likely to become greater influencer for his students. Teachers that are able to accept themselves tend to be more ready to accept strengths and weaknesses of others. Not only have they had positive self-perception and confidence in their teaching abilities, but also good communication and problem-solving skills. Certainly, a teacher is a central figure in an institution of higher education as he has an important task to help students during the preparation for their future occupation [2, p. 347].

A teacher shows professionalism if he always tries to maintain an actively-positive attitude towards the students and ready to help them with any problems, even with the ones that do not concern their studies. Teacher's strictness and the way he regards the students as the unique individuals enhances students' trust.

Relationship between teachers and students appears to be usually in oral form of communication. Pedagogical communication is a professional intercourse between a teacher and students in and outside of the classes that is designed to encourage students more to work for their goals. The wrong communication produces fear, uncertainty, weakening of attention, memory, efficiency, and, as a result, students are not eager to think by themselves, tend to use stereotypical uncreative answers, and do not respect the teacher's opinion. Consequently, students develop a negative attitude towards the teacher and then to a subject of study as well.

There are many factors that encourage a student to study and work, like: interest in the subject, the desire to gain new knowledge, self-confidence and high self-esteem, as well as patience and perseverance. Of course, not all of the students are motivated by the same values, desires, and needs. Some would be motivated when they feel the approval of other people, others – when they see the satisfactory result of their work. Therefore, every teacher should keep in mind that all students are different but equally deserve his attention. Also, a teacher should evolve sense of confidence and success in students, set difficult but achievable goals, and keep competitive but positive atmosphere during the classes. Additionally, a teacher should always remain an embodiment of motivation for students so they do not lose an urge to study and make a constant progress in their studies [1, p. 325].

In a perfect case the student's motivation should be his desire to learn not only to achieve academic success, but to have a professional growth. Therefore, the desire to actively participate in the learning process is a key point that leads to success. The level of academic activity of a student is the consequence of a strong or weak motivation. It can be said that a motive is the activating force and one of the main conditions of gaining success in any field of studies.

The researches point out the importance of emotions of the students and the need of the interaction between a teacher and students during the learning process. Among the factors that determine the effectiveness of intellectual activities are atmosphere in the class, the physical and psychological conditions of a student, and the relationship of a student and his parents.

The authority of a teacher means how much students value a teacher as an individual and pedagog and his personal traits. Such traits include high spirituality, intelligence, patience, erudition, and morality. The necessary condition for establishing teacher's authority is his education, excellent knowledge of the subject he teaches, and high pedagogical skills.

Some teachers enjoy authority not because of their good traits or high level skills but because of the official position that they occupy. If this is the case, his status will not be valued by students and they will not feel any respect towards him. Some teachers keep exclusively formal relationship with the students. They think that by keeping a distance between them and students they will protect their authority in some way. However, it is necessary not to be radical here and try to keep pleasant, warm, but still formal relationship between students and a teacher [3, p. 243].

These borders of the relations should not be crossed, as there is little respect for a teacher who tries to get students' recognition by flattering. Teachers that have strong characters and are able to represent their thoughts and opinions clearly are more likely to earn favor and respect from the students. The teacher's personality should be appealing and a teacher himself should become a perfect example of an intellectual individual for the students.

Thus, thanks to the professional pedagogical communication and ability to motivate a teacher should create a favorable atmosphere for the students in order stimulate a great progress in their studies and to achieve success in their future job.

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